

NEW JERSEY

2000-2001

Guidelines and Application



BEST PRACTICES

Deadline for Application to County Office:
NOVEMBER 27, 2000

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	<u>Public Engagement</u>	(Application is limited to one category. See page 3 for details.)
Practice Name	<u>Teacher Apprentice Program</u>	
Number of Schools with Practice	<u> </u> (If more than one school or district, read and complete information on page 2.)	

County	Bergen
District (Proper Name)	Bergenfield School District
Address	Street/P. O. Box 225 W. Clinton Avenue
Telephone	City Bergenfield, NJ 07621 Zip Code 201-385-8202 Fax 201-385-3718 Email
Chief School Administrator	Dr. John Galish
Nominated School #1 (Proper Name)	Bergenfield High School
Address	80 S. Prospect Avenue
Telephone	Street/P. O. Box City Bergenfield, NJ 07621 Zip Code 201-385-8600 Fax 201-439-0978 Email
Principal	Dr. Michael Kuchar
Program Developer(s)	Mr. Howard Conklin / Dr. Michael Kuchar
Application Prepared By	Mr. Howard Conklin / Dr. Michael Kuchar
Chief School Administrator's or Charter School Lead Person's Signature	<i>John J. Galish</i>
FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY	
Approved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	County Superintendent's Signature <i>Jason R. Graham</i>

**NEW JERSEY
BEST PRACTICES**

2000-2001 APPLICATION

(for office use only)

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

1. **RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. (This sentence is in twelve-point Times New Roman.)
4. **KEYBOARDED RESPONSES** to all the statements below must be no more than a total of four pages. Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
5. The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
7. The original and seven copies of the application must be submitted to the county superintendent of schools by November 27, 2000, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name <u>Teacher Apprentices Program</u>
<input type="checkbox"/> Elementary School	_____	Number of Schools with Practice <u>1</u>
<input type="checkbox"/> Middle School	_____	Number of Districts with Practice <u>1</u>
<input type="checkbox"/> Junior High School	_____	Location <input type="checkbox"/> Urban/City <input checked="" type="checkbox"/> Suburban With Urban Characteristics
<input checked="" type="checkbox"/> High School	_____	<input type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural
<input type="checkbox"/> Other: _____	_____	

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages
	<input type="checkbox"/> Public Engagement	
	(family involvement and partnerships with business, community, school districts, and/or higher education)	

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.

Responses to Statements (P.4 Of the NJ Best Practices 2000-2001 Application Form)

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

This program highlights a secondary school's Teacher Apprenticeship Program (TAP) which was designed as an intervention to track the effects of apprenticeship on high school student's academic achievement and career maturity. Ultimately, this program was designed to increase the pool of teachers through orientation to the field of education.

TAP centers on the power of an alternative activity setting to transform students' sense of self such that (1) teaching seems like a worthwhile career, and (2) schooling seems efficacious to youngsters not unlike themselves. The program highlights tutoring and mentoring activities that enhance the teacher apprentices' sense of efficacy as both teachers and learners. In learning to teach, teacher apprentices experience their own competence as well as their power to learn and to help others learn in ways unimaginable to a pupil within a traditional classroom setting.

The Teacher Apprentice Program (TAP) has two major components (1) the classroom component where the Teacher Apprentice will learn how to be a teacher through a curriculum that will cover a) developmental psychology, b) communication skills, c) principles of education, d) classroom management, and e) tutoring, apprenticeship, and shared literacy activities, and (2) a year long, two period a day practicum as a teacher apprentice within one of the district's five elementary schools. The major objectives for this program are to increase academic achievement and career maturity and can best be summarized as follows:

1. Apprenticeships will promote learning and developing intelligence.
2. Students involved in Instance based learning tend to transfer their learning to new situations.
3. Apprenticeships allow students to make connections and draw associations.
4. Learning environment is attached to real world problem-solving experiences.
5. Working in collaboration with an instructor and peers within an apprenticeship process, learners construct knowledge beyond which they could do independently.
6. Students develop language and thinking competencies by using these processes for meaningful problem-solving tasks.
7. Through participation with elementary school teachers, the apprentices will learn about the career of education in very real ways.
8. School experience becomes the most powerful influence on the way individuals perceive teachers and teaching.

This program is innovative because it transforms the traditional curriculum to a permeable curriculum that impacts all students within the district. Research has proven the efficacy of peer tutoring and peer mentoring to have positive benefits to both tutor and tutee. This program utilizes peer tutoring to help elementary students receive "extra attention", and to have the teacher apprentice (tutor) increase their academic achievement and career maturity.

2. Describe the educational needs of the students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these standards.

The Teacher Apprentice Program (TAP) provides high school students with an opportunity to explore teaching as a career option as they are scheduled to work 90 minutes per day as a teacher apprentice in one of five elementary schools. By participating in TAP, we look for the participants to increase academic achievement and career maturity. Implicitly, TAP participants will work one-on-one, in small groups, and in collaboration with a master teacher to provide individualized instruction with academically at-risk elementary school students.

To assess the validity of the TAP we received permission of our Board of Education to pilot the TAP over a semester. Ten students participated in the pilot program and we used an analysis of variance (ANOVA) to determine the main effects that the TAP had on the academic achievement of the students. The results of the pilot study showed that students in TAP had a significant statistical difference than similar students who did not participate in TAP. In fact, the average academic increase for participants in TAP was ($M=.8530$) on a 4.0 scale while the comparison group saw an increase of ($M=.0100$).

Last year, we increased the program to be a full year and the participants to 30 students. To strengthen the internal validity of the program we studied both the academic achievement and career maturity of the students. Our analysis was stated with the following two null hypotheses: (1) There is no significant difference between the scores of career maturity as measured by the Career Maturity Inventory of students who participated in TAP and participants in the control group, and (2) There is no significant differences between the change in academic achievement as measured by GPAs of students who participated in TAP and participants in the control group. A multivariate analysis of variance (MANOVA) was used to test the hypotheses and it was found that the career maturity and academic achievement of participants in TAP to those in the control group was statistically significant. Therefore, both null hypotheses were rejected.

Qualitatively, the program has received a lot of recognition both within and outside the district. The TAP has been presented at the College Board Regional Assembly in Baltimore, Maryland and has been requested to present the program this year to the College Board in Philadelphia, Pa.

Within the district, Elementary Principals and teachers request teacher apprentices and are very complimentary about their participation. There is a far greater demand for teacher apprentices than there is a supply. The class closes out at 30 each year.

3. List the specific Core Content Standards including the Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses those standards. Provide an example to substantiate your response.

The two major objectives of this course is to (1) increase the participants academic achievement, and (2) increase the participants career maturity. By the nature of the program the TAP will explicitly address Cross-Content Workplace Readiness skills of Standards 1,2,3, 4, and 5. Implicitly, participants can address any or all of the Core Content Standards depending on the type of lessons they are involved with. The following example is taken from a TAP students journal and the lesson is a Grade 5 Social Studies Time line activity.

Procedure

- The teacher apprentice organizes a small group of four or five children on the floor in an area large enough to spread out and work.
- The teacher apprentice introduces the project by stretching out a piece of 6-foot yarn and explains that all of our important life experiences will be attached to our "Life Line".
- A discussion takes place among the children, led by the teacher apprentice, about important life activities that happened to each child up to the fifth grade.
- The teacher apprentice directs the children to draw the significant experiences that took place in their lives on the index cards, labeling each event with a title and date.
- The children stretch out their 6-foot pieces of yarn and sequence their life events, taping them to the yarn in chronological order.
- After all children have finished, the teacher apprentice will hang each child's life line that is clearly marked with their name on the bulletin board. Each child will share their life line with the group.

Core Content Curriculum Standards Applicable to Sample Lesson

- 1.2- refine perceptual skills through visual arts
- 1.4- demonstrate knowledge of the process of critique
- 3.1- students will speak for a variety of purpose and audience
- 3.2- students will listen actively
- 3.3- students will write in clear, concise, organized language
- 3.5- students will view, understand, and use nontextual visual information

Cross-Content Workplace Readiness Applicable to Sample Lesson

- Standard 2- All students will use technology, information, and other tools.
- Standard 3- All students will use critical thinking, decision making, and problem solving skills.
- Standard 4- All students will demonstrate self-management skills.

4. Describe how you would replicate the practice in another school and/or district.

The Teacher Apprentice Program can easily be replicated as there is a published curriculum which is based on the following: (a) the principle of Vygotsky's(1978) learning theories, (b) the instructional guidelines from Rogoff's (1990) model of apprenticeship, (c) methods of effective teaching, (d) communication skills by Carkhuff (1984) and Pringle (1994), and (e) a set of tutoring activities by Tindal (1994).

The TAP classroom component consisted of 88 classroom lessons, 36 of which were case conference presentations. The remaining 52 lessons dealt with the preparation and training of the students to function as a teacher apprentice. The following is an overview of the TAP curriculum.

<u>Phase</u>	<u>Class Experience</u>	<u>Field Work</u>
Phase I Weeks 1 and 2	A. Overview of TAP B. Rules and regulation C. Developmental Psychology Birth-18 years old D. Overview Principles of Education	No Field work
Phase II Weeks 3 and 4	A. Communication Skills B. Art of Listening C. Role Play D. Classroom Management E. Multi-cultural education	Teacher Apprentice will observe (Modeling) Master Teacher 1x per week
Phase III Weeks 5 and 6	A. Principles of Education B. Case studies C. Constructivism D. Dynamics of effective teaching	Teacher Apprentice will work in small group with students. Mentor teacher will observe (Coaching) 2x per week
Phase IV Weeks 7 and 8	A. Tutoring skills B. Shared Literacy	Mentor teacher will provide support and encourage Teacher Apprentice (scaffolding and articulation) 3x per week
Phase V Weeks 9-Final	A. Curriculum Development B. Case Studies	Field Experience 4x per week